PILOT STUDY OF A POINTS BASED BEHAVIOR MANAGEMENT MODEL

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ABSTRACT

Alternative schools have a distinct advantage because of their small settings to incorporate innovative curriculums into their educational environment. This study discusses the overall effectiveness of a Points Based Behavioral Management Model in an alternative setting. This model was studied over a semester. It proved to be effective in reducing out of school suspensions. The model allowed the staff to help the students begin to monitor their own behavior.

ACKNOWLEDGMENTS

DEDICATION

I would like to dedicate this to my parents, Chuck Griggs and Joyce Gutknecht who have faith in my ability to make in a difference in the world. They never gave up on me and that is why I always try to make them proud.

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INTRODUCTION

Overview

The Onslow County Learning Center is the alternative school for Onslow County.

During the 2002-2003 school year most of the staff was transferred and a new staff was hired to

provide a more uniform format to the educational environment. As this process took place

several discrepancies surfaced, the most significant of these was a behavior process and plan.

The behavior in question was not severe but mild in nature and there was no plan in place to

remedy this problem.

Statement of the Problem

This study addresses problem behaviors that students engage in that do not necessarily

need to be reprimanded on a large scale but do need to be brought to the attention of the student.

These behaviors include cussing, student touching, misuse of school property, tardiness, time on

task, sleeping, and following directions.

The concern at this school is multi-layered; first the students have no way to self-monitor

their behavior, second the teachers have very few options dealing with infractions without an

office referral. Many of these referrals and behaviors have led to suspensions and some even to

arrests. This problem has become a major difficulty because the behaviors need to be

reprimanded but are not at the level to involve an administrator.

Because this school is "alternative" there are many additional more serious behaviors that

the administration has to deal with that are more pressing. Some of the problem behaviors are a

culmination of these minor behaviors that have not been addressed due to time or lack of a

unified behavior plan. This alternative school or program is designed as a safe place where

students can be placed when they have not been successful in the general education population.

Therefore there is a need for a system that can address these problems quickly and help students return to their regular education.

The administration of the Onslow County Learning Center has requested that a pilot study be created with a system to monitor and address the concern of minor discipline and student punishment for such behaviors. Involved in the development of this system would be a component of student awareness that will enable the students to see the unwanted behavior, and when they are exhibiting it. The school would like this pilot study to involve a system that will be teacher friendly and student centered.

Research Statement

The students at the Onslow County Learning Center would benefit from a points based behavior management program; the benefits will include an increased self-concept, positive school perception, and reduction in out of school suspensions.

Relevant Literature

The general focus of this literature review will be student behavior as it relates to discipline and self. Pre-packaged plans were not investigated to give the author a more personal view of behavior theories. An interesting side note that arose from the research is the notion of self-esteem and discipline. Self-image is such an important issue that was added to the research. Therefore, this review will have two parts, the first focusing on behavior and the second focusing on self-esteem as it relates to behavior.

Behavior

According to the American Counselors Association (2004), "School discipline is one of the most serious, ongoing problems confronting school systems today. There is overwhelming concern from educators, administrators and parents that school disciple should be addressed, that students will be 'responsible for their own behavior'" (p. 1). All staff members of any given school will take the appropriate steps to create a discipline system that will bring about a safe learning environment (ASCA, 2004). This is even more apparent when bridged with accountability and accreditation.

Standard 9 of the Accreditation Standards for Quality Schools, Citizenship, states that the school will maintain a "safe and orderly environment" that brings about respect and good citizenship. It also mentions that the schools must monitor conduct. The exact plan to follow to fulfill this standard is not discussed, but it is assumed that educators will take this seriously and address these concerns (SACS, 2005).

There is very high concern within our culture that there is a moral decline in children that needs to be addressed within the school system. Lawrence Kohlberg (1980) the father of moral education relates that teachers are the fundamental link between society and youth. Teachers consistently act as moral educators because of the fact that they are continuously making value judgments on behavior and monitoring. "Demands of classroom management and the school as a social system perform hidden services in adapting children to society" (Kohlberg, 1980, p. 19). Kohlberg developed the theory of moral development. In this theory there are stages of moral development. Within each stage there are certain factors that enabled him to access what stage a student was in at any given time. These stages are developmental and would have to be

understood before moving to another stage. His experiments were based on moral dilemmas and the student was required to address the solution to each dilemma. Once this was completed then the student was rated as to what stage they had reached. In contrast to Kohlberg's work was that of William Perry, who created the argument that moral character was based on commitment and that stages could be circumvented and returned to according to the commitment of the student to a given stage. Both these models are considered to be cognitive structural theories (McCabe, 1992).

Another model that proves to have merit when reviewing for links to classroom behavior is Social Learning Theory. Social Learning Theory states that morality is the product of environment and the patterns of reinforcement that has molded the individual that eventually "internalizes" acceptable behavior (McCabe, 1992). Myra Windmiller, coordinator of the School Psychology Program at the University of California at Berkley states that the primary function of learning in this theory is based on rewards and punishment (Windmiller, 1980). The Social Learning Theory approach has a direct link to behaviorist theory and stresses the notion that all behavior is linked to the direct surroundings of the student (McCabe, 1992).

As a behaviorist approach to discipline begins to emerge it seems imperative to review the work of B. F. Skinner. According to Skinner (1982), "it should be possible to produce behavior according to plan simply by arranging the proper conditions" (Skinner, 1982, p. 137). The parameters of this view are that if you define the behaviors that need to be addressed and monitor when they occur, you can change them or sustain them by using reinforcers. These reinforcers can either be positive or negative. The process of this reinforcement will bring the response "under control of a stimulus" (Skinner, 1982, p. 156). Once this has occurred then it does not guarantee that the response will always occur, just that it increases the probability of it

occurring. It would be important for this reinforcement to continue even after learning has taken place. This reinforcement would be required to maintain the wanted behavior (Skinner, 1982).

Skinner (1980) spent the majority of his time researching this process which he called operant conditioning. He felt that human behavior was part of the natural selection process, and it created what we know as the social environment (Skinner, 1988). The basis of this selection comes from the Law of Effect. According to Robert Proctor a psychologist at Purdue University the definition of the law of effect is, "a response on the environment determines whether a stimulus-response connection will be formed and in turn whether a behavior is likely to recur under similar circumstances in the future" (Proctor, 1990, p. 9). Much of Skinner's work has been extrapolated into a world view, and in turn a system for societal control.   However, some skepticism exist thought as to its real use in a world application. But behaviorism used in a tightly controlled environment is widely accepted as having merit (Proctor, 1990).

A permanent change in behavior is considered learning, this can be termed observable outcomes. In the operant conditioning model we consider that all "complex behavior is learned" (Wertheim, p. 2). E. Wertheim a professor and behavior modification specialist at Northeastern University Business School suggested, this behavior is a result of some kind of conditioning, rewards or punishment, modeling, and the environment. There are several things that can be added to the operant conditioning model to help it move forward in this research. The first is that students learn more rapidly if they are participating in the process. The second is the students must get feedback on the results of their actions. The third is that there must be an attainable goal. These three additions can help maximize the use of operant conditioning (Wertheim, n.d.).

According to Leslie Packer PhD at School Behavior.com, there are many factors that can influence the operation of an operant behavior modification system. Can the student actually inhibit the problem behavior? If the child is incapable or handicapped then reinforces and contingencies could cause unwanted behavior. Also, rewards must be considered rewards. What does the student see as a reward? Is this available to use as a reward? Immediate reinforcement is a must to make this process work effectively. Delayed rewards such as a point system may not be as effective in the beginning of implementation of this model (Packer, 2004). Although Packer's research is interesting there is not a complete discussion of the implications of a points based model other than it delayed the reward process.

It is widely accepted, as was mentioned with Skinner earlier, that a behavior modification system may stop the unwanted behavior but if the plan is removed then the behavior could begin again. If you remove the reinforcement it is recommended that you begin to limit the reinforcers and see if the desired behavior remains (Packer, 2004).

The recommendation from Packer (2004) is that a complete school based behavior plan be implemented. He goes on to say, that all the students need to be involved, and the rewards must be adapted for the entire student body. The integration of a behaviorist approach to a complete school wide management system emerges from the various indicators and the conceptual framework interplay.

Rosenburg and Jackman (2003) researchers at Johns Hopkins University involved in projects dealing with school behavior state that student management is basically school management. The classroom cannot be managed unless it becomes a comprehensive part of the school wide system, teachers, parents, administration and students. Most school wide behavior management programs attempt to prevent unwanted behavior, act on unwanted behavior, and do

some kind of conflict resolution. These programs have universal modes such as rules, procedures, consequences and positive behavioral supports. All of these modes must be applied to the entire school as a whole systematic process (Rosenberg & Jackman, 2003).

Behavior plans must have some form of positive consequences to recognize compliance and negative consequences to recognize noncompliance. In the event of noncompliance the consequences must not be vindictive but educative, therefore teaching the student where there was a behavior error. In Rosenberg and Jackman's (2003) material they stress that these consequences must not affect the students dignity. These researchers indicated that consequences must be selected in a professional manor, fitting the student and the infraction. They indicated that the teachers need information as to how to teach social skills and mediation strategies to ensure successful implementation of such a plan (Rosenberg & Jackman 2003).

Rosenburg and Jackman (2003) mentioned in their research "Positive Behavioral Supports. In a previous study earlier Sugai and Horner (2002) researchers in special education at the University of Oregon, describe the evolution of positive behavioral support. Stemming from previous research in Applied Behavior Analysis, this system was designed to help create a series of interventions for individuals who had severe behavioral problems and disabilities. These strategies are intended to active social learning outcomes and prevent problem behavior (Sugai et al., 2000).

Due to the public concern over increasing anti-social behaviors and school violence, Sugai and Jackman (2002) indicate that it has become apparent that some form of behavior modification or management is needed within the school system. The initial public response was to develop "no tolerance policies" to stop the unwanted behaviors, but this method has proved to

be a temporary fix, and problems can resurface later with increased intensity (Sugai & Jackman, 2002).

As an indication of this that Positive Behavioral Support Systems, which once were only used for students with exceptional needs have moved into mainstream education. Research indicates that there are ten principles that reoccur in the function of this the Positive Behavioral Support System. In studies by the Elementary and Middle School Technical Assistance Center (2004) the principles are described as follows. The First, there must be an "emphasis of high academic achievement". Second, there must be a school wide system of "early interventions". Third, there must be "clearly stated behavioral expectations". Fourth, there must be "consistent consequences". Fifth, is that there must be "culturally appropriate interventions". Sixth, there must be "multiple layers" of behavioral interventions. Seventh, teachers and administration must listen to students. Eighth, the staff must be trained in these interventions. Ninth, the school must "reach out for family support". Tenth, data must be collected to access and modify the management of student behavior.

Positive Behavioral Support Systems seem to be a comprehensive way to customize a behavior plan to be useful to all students and staff members. As this model was researched Positive Behavioral Models addressed many of the concerns of discipline in the school environment, some even before they were problems. According to the Delaware Education Research and Development Center (2004), prevention and early intervention were the most important focus of successful behavior programs not after the fact treatments. Positive Behavioral Support Models are deemed a proactive instructional approach to discipline (Sugai & Horner, 2002).

The positive Behavioral Support Model stems from the increasing adaptation and integration of behavior sciences bleeding into general education. Craig Kennedy (1997) professor of Psychiatry, Medical College of Pennsylvania, explains that these two disciplines, psychology and education are going to ultimately intermingle. There are four models, the most useable is the "adaptation format". Because neither of the pure disciplines will accept each other in their entirety, a blend will likely be the answer. Some blending will occur due to social factors mentioned earlier, however Kennedy (1997) mentions much could be the result of the integration of special education and general education settings. With the inclusion model for special education being practiced in most school systems today, there are widespread adaptations from both camps. It is not predicted how far this blending will occur, just that there is more acceptance of Behaviorist theories in general education today than in the past.

In a later study done by Nelson, Martella and Marchand-Martella (2002) researchers at the University of Nebraska, studying seven elementary schools for 2 years found there were distinct gains in reduction of problem behaviors when a behavioral support model was functioning. The authors noted a distinct overall improvement in academic achievement. The findings from this study indicate that academics are "inversely related" to anti-social behavior.

Nelson, Martella and Marchand-Martella (2002) discovered an overall improvement of the social competence of the students involved. The positive support models increase social behavior. The opinion of this study is that the students became more socially competent and were less likely to engage in destructive behavior (Nelson, Martella, Marchand-Martella, 2002).

Therefore, Positive Behavioral Support Systems and other types of behavioral models teach a "Social Curriculum". Researchers from Indiana University, University of Nebraska, Skiba and Peterson (2003) state in their work that the social curriculum is just as important and

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the content curriculum as a measurement of a given schools success. The importance of this social curriculum is reiterated by Blair (2003), a child psychologist, whose findings indicate that children do not come to school with all the cognitive functions needed to comprehend schooling. Blair (2003) found that because they were lacking in these functions the students could not "exercise impulse control". Skiba and Peterson (2003) found that even in elementary school the social curriculum is just as important as the content curriculum (Blair, 2003). Blair (2003) also contends that there is a distinct relation between self-regulation skills and academic achievement.

Additional evidence reveals that students with problematic care giving environments are at a high risk for problem behaviors (Blair, 2003). Especially if their environment has no behavioral support, lending to the argument that Skiba and Peterson (2003) extol: the social curriculum is very important to the success of any school.

In a comparative survey by Munn, Johnstone and Sharp (2004) members of the Scottish Executive, teachers of schools in Scotland were spending more time on discipline without any set curriculum that would instruct the students as to their expectations. Their study revealed an overall consensus that there needed to be more in-service training and counseling situations in place to help students overcome the social problems that they were facing. The Munn, Johnstone and Sharp (2004) survey did not directly mention positive behavioral support systems but inferred that they could use some guidance on a form of social curriculum that would help the teachers and headmasters cope with the increasing violence and discipline problems. There was a significant increase in the number of teachers that wanted to see recommendations of "Behavior Better Learning" programs which guide teachers in implementing behavior processes very similar to our positive behavioral support models (Munn, Sharp & Johnstone, 2004).

Another such behaviorist strategy investigated that similar to a points based system was "token economies." These are positive reinforcement systems that use rewards that a student can exchange later for an item. Normally the rewards offered are some kind of fake currency that may be exchanged for a prize at the end of the week. The research complied on these plans by the Council for Exceptional Children (2005) indicates that they are very costly and hard to maintain.

The literature available did not address a points based behavior modification system. There was no mention of it other than when it was referred to by Packer (2002) as problematic because it delayed the reward process. The research was not conclusive on this behaviorist strategy. Further research is needed on points based behavior programs to locate more relevant information, which can be adapted for this research.

In summary the behaviorist type of model such as Positive Behavioral Support Systems seem to be the most beneficial when trying to develop a whole school culture toward behavior.

Self Esteem and Behavior

One of the more compelling thoughts of interest this Pilot Study will address is the self-esteem of the student. An interesting fact that emerged out of Munn, Sharp and Johnstone (2004) is that overall efficacy was extremely hard to determine. Does a student's self-esteem affect their behavior? According to the Munn (2004) study there was very little support of this fact.

In the review of a Social Curriculum Theory (Skiba & Peterson, 2003), there would be an assumption that a student would have high-self esteem if they were in behavioral control and low self esteem if they were not in behavioral control.

From the 1900's researchers and philosophers such as Cooley (1902), a pioneer in identifying self-concept, have been addressing the topic of self-esteem. Cooley deemed the social self as "any idea, or system of ideas, drawn from the communicative life, that the mind cherishes as its own" (p. 179). Cooley is referring to the human self or the contention of "I", which is related to the society one lives in. If there is no communication of these thoughts, there is no sense of these thoughts. The sense of self is not separated from the community of life of the subject thinking it. This "self-idea" (p. 179) has "three principle elements: the imagination of our appearance to the other person; the imagination of his judgment of that appearance, and some sort of self-feeling, such as pride or mortification" (p. 180). Thus the imagination that we have for the perception of some one else affects our view of our own perception.

The sense of "social responsibility" (p. 180) refers to somewhat of a conscious of thought as referenced by the society as a whole. Cooley compares this to the parts of a cell, being of one but separate. The feelings that one has of self combine our own thoughts of who we are, that are referenced by the thoughts of who we think other people think we are or what we have done, as compared to what we think people think we have done. This can even be adjusted for things such as the scarcity principle in economics; if someone wants what we have it makes it more valuable. Basing value on what we think other people want. Cooley refers to it as the "attitude, attributed to the other mind" (p. 183). This is a behaviorist or environmental approach.

In contrast more recent studies of Bandura (1986), Social Cognitive Theory addresses this in a three prong approach. Bandura describes it based on behavior, environment and also cognition. This separates him from the other social learning theories mentioned above placing a cognitive element along with the behavioral and environmental.

Social cognitive theory is also based on the view that humans are a part of their own development. Bandura states, "what people think, believe and feel affects how they behave" (p. 25). The relevancy of self-esteem or self-efficacy is very important to any behavior management mechanism. These beliefs about one's self guide a person as to how they control themselves, what they try to accomplish and how they interpret their own ability. In an educational setting, in addition to just maintaining acceptable behavior, it can affect task attempts and social roles in the environment.

Several factors that can affect self-efficacy are the ability to see cause and affect, the ability to interpret modeling, and the ability to self-reflect on one's own actions. These three facets of self-efficacy are explored by Pajares (2002) from Emory University, in explanation of Bandura's theories.

As Pajares interprets Bandura's theory he mentions how humans have the cognition to see their actions into the future. Because of their ability to symbolize and store information about events in the past and process to interpret them, one can begin to predict what probable outcomes will happen in the future. Cause and effect skills are a great predictor of behavior. In addition, to this Pajares (2002) also relates the capacity to interpret modeling and imitate it. Many students who have problems with behavior have had poor examples of it from the people or care givers around them.

Bandura (1986) felt that the ability for humans to self-reflect or look into their own actions was one of the most "distinctly human" capacities one possessed. From Pajares's (2002) interpretation of self-reflecting, the subject had the power to self-evaluate. The ability to self-evaluate is another foundation of behavior.

Bandura (1997) states in his study, "actions are based more on what they believe than on what is objectively true" (p. 2). This has a striking similarity to the work Cooley espoused in the 1900's.

Pajares (2002) notes that self-efficacy has a measurable affect on emotional reactions and motivation. When a student feels a task is too difficult, he may not attempt the task, he may engage in poor behavior so he will not have to engage in the task. In addition, there may be manifestations of many negative feelings making the situation worse. Therefore, these self-efficacy beliefs can directly affect not only behavior but also academic learning.

According to Lane (2004), a researcher for the Society for Personality Research, self-efficacy helps students survive the rigors of academic life. His studies proposed that with self-efficacy measures students did better academically on exams. Lane argues that self-esteem and self-efficacy are two different constructs. Self-efficacy has to do with specific goals or tasks and self-esteem has to do with how you feel about yourself. One is based on the belief of one's abilities and one is based on the fondness of oneself. This theory seems to be more specific than Cooley (1902) who generalizes about the view of one's self being associated with how you think people view you.

On the other hand, Lane's (2004) study was based on the assumption that if you raise self-efficacy you can raise student achievement. In this recent study Lane measured self-esteem, self-efficacy and achievement. The results showed that there was a correlation between all three.

In contrast to Lane's study is the work of Baumeister (1996), a controversial psychologist who has done extensive work at Case Western University on violence and self-esteem. Baumeister contends that high self-esteem can account for aggressive and violent behavior. Due to the fact that many people who engage in criminal activity have a very good view of

themselves. He goes further to explain his position by using many different studies and examples of violence and correlated to high self esteem.

Problems occur with people that have inflated or distorted views of themselves and the tendency for them to become violent when these views are challenged. Low self-esteem which has been blamed for violent behavior Baumeister (1996) argues just does not lend itself to that kind of behavior.

Baumeister found that multiple studies of murder and assault have come from people who have had their self-esteem threatened. A small section of the study discussed the violent nature of the south and the connection to honor, how dueling was considered a honorable way to end a disagreement. All these factors are an attempt to change the factor causing the conflict in self-esteem instead of lower one's perceived self-esteem. There is also mention of a hypersensitivity to a self-esteem threat. This could cause a violent action at the perception of a self-esteem threat.

In a report by Dobrowolski (1997), a private school writer, relates that self-esteem is a function of achievement rather than the opposite. Schools that have high self-esteem in general have high academic success. He describes two different self-esteems, one inflated and one real based on real merit. This falls in line with Bandura (1996) where the problems associated with misplaced self-esteem can cause problems within social contexts.

Lan and Lanther (2003) from Texas Tech, George Washington University discuss the drop out rate and how it relates to academic performance and perceptions of self. They note that performance was the largest predictor of students who dropped out. The students' perception of their academic skills, feelings of competence and self-determination were deciding factors on

how well they did academically. Lan and Lanther relate that, students who were likely to drop out "initially begin by deviating from the social norm of school behavior" (p. 313).

Research indicates schools should be informed about self-esteem, self-efficacy and how they relate to behavior. It is imperative that students be given the skills to implement them in addition to a correct social mirror in which to view themselves. The social curriculum must have the ability to challenge the student but not so severely that it sets up some kind of violent response or unwanted behavior.

As this Pilot Study began to address behavior and the function of discipline in an alternative setting the most important factor became on-task instructional time. Is the model functioning to create that environment? Alderman (2001), who wrote *Discipline with Unity*, explains that the more students are working the more work they get done. The word discipline comes from the Latin word disciplina, which means instruction.   Social curriculum must function as instruction to create a useful learning environment.

Research Observations

Due to the lack of information on the topic of behavior and alternative education it was deemed necessary to research successful alternative education programs firsthand. From discussions with various educators two extremely successful alternative education programs were selected.

New Horizons Elementary School was the first school observed. This elementary school has approximately 40 students from various feeder schools it services. The program is a pull out program where students stay until they have met the qualifications to go back to their feeder schools. The school is a K-6 campus. The students are all referred there because of their behavior.

The staff of New Horizons consists of an educational division and a mental health division. The educational staff has 13 teachers, 1 Principal, and 1 secretary. The mental health staff has 1 case manager, 1 crisis coordinator, 6 crisis unit behaviorists, 2 therapists and a psychiatrist 1 day of the month. The staff has on any given day an almost 2:1 ratio of student to staff.

The behavior plan (see Appendix A) is a points based system that is structured and predictable. It is designed to make behavioral changes in the student. It is based on 6 ranks and 5 rules. The students are monitored daily were the staff using a points sheet (see Appendix C) where the staff records points for behavior. Unacceptable behavior is dealt with promptly by the mental health staff and teaching staff.

The plan has 6 ranks, from sailor to admiral, that indicate how well the student is doing behaviorally. Students ascend in rank by earning enough points for a determined amount of days and pass a short test. Each category of the point's sheet has a behavior code description that corresponds to the matching section of the points sheet. As the students acquire rank they receive more privileges. They have badge ceremonies each Friday for the students who have achieved an additional rank. The students' names are displayed on a bulletin board in the hall when they are promoted to a higher rank.

Buses arrive on a staggered time format and each individual student is checked in by a staff member to determine mood, if the homework is completed, and other psychological indicators. The student is then taken to breakfast, and then walked to class individually.

The school is extremely quiet. The students moving about the halls are attentive and orderly. There are dots on the hallway floor to show the students where to stand and walk. In the classroom the students maintain high time on task and there are few if any disruptions.

The mental health division is an area where the students could debrief after a meltdown. There were counseling rooms and a holding room for students that were violent. The staff was helpful and very knowledgeable about mental health. Most of the mental health workers seemed generally focused on student reform and health.

In a meeting with the director she gave a brief on how the school operates and the function of the behavior plan. The plan according to her was very affective and taught the students how to be successful in a classroom setting. They had many students that had reached their goals and gone back to the regular school environment.

In observing the classroom the teachers reiterated the director's sentiment about the effectiveness of the behavior plan. They all agreed that it was very effective tool for maintaining behavior and the instruction of proper behavior.

The school was very orderly and structured. The students seemed well adjusted and on task. In conclusion there were two difficulties that were apparent to the author; the first was the abundance of staff and the second was the complexity of the behavior plan. The staff that the school had available to them was larger than any staff ever witnessed by any teacher or administrator.

The director said that the school was designed in the beginning to function with that large of a staff. She also related the fact that they were not all paid from educational funds. The mental health staff was paid from other county funds. Most schools would not be able to organize or have the funds to pay the additional help to offer the students such a wide variety of interventions.

The behavior plan required the teacher to know a very large amount of codes for various behaviors (Appendix, B). These codes seemed confusing and very precise. The complexity of

the system was designed to show the students exactly were their behavior was in error. In that the school was an elementary school there were teachers' aids in all the classes to fill out the behavior sheets and keep up with the coding. In a high school environment this would not be feasible, because of the lack of teachers' aides.

Mount Vernon Middle Redirect, the second school observed, was a middle school in the Raleigh area. This school was more urban in nature. At Mount Vernon middle school students are referred there from a school in the county. The school had a 10:1 student to teacher ratio. There is an extremely structured learning environment that includes a behavior management program. This management program was point based. The school had an on-site psychologist and social worker.

The behavior management program was based on a point sheet (Appendix, C) that the student was required to take home and get signed by the primary caregiver. This point sheet was carried by the student from class to class. The student was marked down in points if there were any behavior issues. The points sheet had 7 categories. In each category students could earn or loose points in according to their behavior. The sheet included an area for assignments and homework. The sheet was simple and user friendly. The students were rewarded on Friday afternoon if they maintained an average of 90% of their points for a week. The rewards consisted of games and activities that the students enjoyed.

During the visitation it was observed that this school was much more like a regular middle school. There were students walking in the hallways and proceeding about their school day. The observers were invited to watch a social studies lesson during the course of the observation. The lesson was interesting and the students seemed to be on task.

The Principle of the school gave the observers a short introduction of his school and the success of the program. According to the Principle the school had sent many students on to a regular education environment.

In conclusion this school functioned more like a regular education environment. The students seemed very successful and well adjusted. The user friendliness of the points system seemed more appropriate for a middle and high school environment.

Description of Target School

The school involved in this pilot study is the Onslow County Learning Center. This center is a multi-grade program for students that are not successful in the regular educational environment. Onslow County decided that it would be better to use a program or center instead of a school because of the cost and flexibility. Students are pulled out of the regular education environment and placed into the center.

A referral to this program consists of a packet that must be filled out by the student's home school (school that the student was sent from). In this packet are questions regarding strategies used with the students and the behaviors that lead to a decision of referral. Each of the home schools, middle and high has a certain amount of slots for students that are based on their student enrollment. The general formula is that they get one slot for every hundred students. Plus there are some Board of Education placements that can be used in the case of student mandatory removal from school grounds, such as a bomb threat.

The school is located on the eastern end of the county in a rural setting. It consists of two main classroom buildings and several mobile units. The school has approximately one-hundred acres at its disposal which can be used for expeditionary learning and other unique programs.

The students are fed into the program as they are referred from their home schools. So the student population at the school can range from 20 students to 120 students depending on the problems associated with each home school. Currently there are 85 students in attendance: 73(86%) males and 12(14%) female (OCLC, Strategic Plan). In general there are 60 to 80 students there at any given time. This influx and outflow of students into the classroom environment poses many unique problems. The pilot study has taken this into account and that is why the program developed has to be user friendly.

The students at the Learning Center range in age from 12 to 19. There are no defining characteristics of the students that has been discovered other than socio-economic, the school has 67% free and reduced lunch. This figure would be higher with just the exclusion of one or two students. The racial mix of the students is very even with 49% white, 42% black and 9% other races (OCLC, Strategic Plan).

There are 11 certified full time faculty members (7 regular education teachers, 2 special needs teachers, 1 guidance counselor and 1 director) with an additional 7 support staff members. Certified teachers cover the mandatory subjects and many of the teachers can cross disciplines to teach electives. These teachers range in age from their mid 20's to well into their 50's. The teaching styles are varied with traditional and experiential all working as a congruent whole. Some of the teachers have military background and many are working on the masters or specialist degrees (4 staff members hold advanced degrees and 3 are pursing advanced degrees).

An educational computer program called PLATO helps the staff administer some self study courses and remediation. Plato is also used as an addition to some of the staffs' regular teaching for enrichment and practice.

In order to establish remediation opportunities the staff created a course recovery program, for students that are significantly behind in their course work. This recovery program allows students to earn a total of six academic credits per semester. The purpose of this addition is to allow students to move forward either toward graduation or placing themselves back into their regular school environment on grade level.

Potential Contributions and Limitations of the Study

The Pilot Study of a Points Based Behavior Management System has provided insight and positive findings for the target educational environment. The study has substantially affected the out of school suspension rates, by maintaining the comparison years suspensions even with an increase in the student population. This shows a positive shift in the students' management of their own behavior.

There are several limitations of the study. The operation of the Points Based Behavior Management System was time consuming. It requires a very organized approach and dedicated staff. Measuring self-concept was difficult because self concept is based on student perception and not measurable findings.

Overall the program was a success and provided expected outcomes for the school staff and students.

METHODS

Parameters of Subjects

The administration of the studied school wanted all the students to be involved in the Points Based Behavior Model. The nature of the studied school with a fluctuating student body

required a limitation of the students that were involved in the Pilot Study. The Pilot Study focuses on 38 students because they are the original beginning student body. The Points Based Behavior Model was administered to the entire student body at all times.

Research Design

The research design of this project is based on the pilot study format where there is no control group. The initial research to create the design was partially influenced by the review firsthand of two very successful alternative schools in North Carolina. Taken in to account was information gleaned from those schools, research on behavior models and research on Positive Behavioral Support Systems used mainly in the exceptional children's program. From information revealed at those schools, discussions with the teachers about behavior models, and a review of Positive Behavioral Support Models evolved a design formed to address the needs of this particular educational environment.

The design of the Points Based Behavior Model consisted of a behavior instrument, a rewards procedure and the follow up interventions that addressed the issues of concern expressed by the administration and the teachers in the studied school. The initial design was based on five phases.

Phase One- Creation of Instrument

The administration of the experimental school had four major concerns that had to be addressed in the behavior model. The first concern addressed was that the instrument must monitor student behavior across a wide spectrum of conditions and actions. The second concern addressed was that the students had to be able to see the course of their own actions during a given school period and day. The third concern addressed was that the instrument was teacher friendly and easy to understand. The fourth concern addressed was that the instrument would

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provide a link between behavior, student, parent and school. In an attempt to encapsulate these concerns a points based behavior instrument (Appendix, D) was created.

To address the first concern the instrument was split into six categories. These categories were as follows: following directions, courtesy towards others, respect for space, respect for property, staying on task, and time management. The students would be able to see how they were progressing during a given part of the day, because their points would reflect their behavior.

Following directions included teacher directives as well as the given rules of the school and also its support staff.   Courtesy towards others included the refrain from use of insulting words or behaviors, such as cussing and put- downs. Respect for space included keeping an appropriate distance between your classmates and teachers. Respect for property included the abuse or use of school items and students personal property. Staying on task included how well the student was completing an assignment or activity. Time management included how well the student manages time, getting to class and the use of class time.

To address the second concern the student was required to carry the instrument to and from class. At the beginning of the class the student would hand the teacher the instrument and at the end of class it would be returned to the student with the appropriate points marked on it. The student would plainly see the points they had for each category.

To address the third concern the instrument was pre-printed and the points were already listed for each category. The teacher would just have to strike out the points that were not counting and leave the ones that applied. The student had the opportunity to have three points in each category and five general points for breakfast and lunch. This gave a grand total of points to be one-hundred for the course of an entire day. The teachers then could total the points for the

24

day in a very simple manner. If the student could not function within the scope of the Behavior Model then an intervention was recommended by the teacher and carried out. This intervention was noted in the appropriate area of the instrument and the student was bound by the intervention or referred to the office.

To address the fourth concern the instrument was printed on carbon-like NCR paper that made three copies. The first copy went into a notebook that was compiled for every student by their advisor, the second copy went to the director of the school, and the third copy went home to the parent. This enabled there to be a communication every day between the student, advisor, administration and the parent. When the student was referred to the school the parents and the student were required to attend an intake meeting. The instrument was explained at that time and the parents were informed that they would be getting a copy of it each day their child attended school.

Phase Two- Delivery of Instrument to the School Staff

One of the major concerns of this study was that there would be maximum teacher buy-in to facilitate the smooth operation of this behavior support model. The teachers were all brought together and a school wide points based behavior model was discussed then introduced. This introduction consisted of a power point presentation and cooperative group discussion of the proposed pilot study of a Points Based Behavior Model. The discussion was formed around Positive Behavioral Support Models used mainly in the Exceptional Children's Population and also the information gleaned from the alternative school observations. It was agreed by the staff that a discipline plan needed to be in place that addressed many of the issues that were discussed.

The instrument was then presented to the staff. They were asked to form the details of each of the six categories. What exactly would the students be receiving or loosing points for in

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each category? This enabled the teachers to provide their own input creating the needed teacher connection to the proposed study/ model and fulfilling the requirements from the administration.

The teaching staff was asked to discuss interventions that may be used in addition to the behavior instrument.

Phase Three- Delivery of the Points Based Behavior Model

The students were informed of the Points Based Behavior Model from the first day of the school year. They were given a copy of the instrument and the function of the six categories. The details of each category were described in an additional chart. Both these articles were sent home to the parents of the students, soliciting questions if there were any. Several parents called and the School sent out a newsletter to explain the Behavior Model further. All the questions that were presented were answered and the plan was in place within the first week of school. Students entering the school during the school year were informed of the Behavior Model at their intake into the school.

Phase Four- Function of the Rewards

The Points Based Behavior Model was based on the assumption that the students who kept a ninety percent average of their points for the week would attend a rewards activity on Friday afternoon. These activities included sports games, movies, field trips, pizza days, banana split parties. There was no limit to what the activity could be as long as it was approved by the administration. The students who did not meet the ninety percent requirement attended their regular Friday classes.

The administration conducted the rewards functions. They applied the staff and the arrangements for the rewards functions. This enabled the Points Based Behavior Model to run smoothly and with administrative support.

Phase Five- Maintenance of the Points Based Behavior Model

The model required that the administrator for the Behavior Model receive the accumulated points from the fourth period teachers. The week for the Behavior Model went from Thursday to Wednesday. This enabled the administrator to make a list of the reward students. The list was then announced over the intercom system on Friday mornings. When the Friday afternoon for rewards arrived the students that had achieved rewards were informed of where they needed to go. The reward was administered and then the students were dismissed for the weekend.

Data Collection

The discipline data collected consisted of the suspension rates from the previous fall semester of the 2003-2004 school year and the studied fall semester of the 2004-2005 school year. The data was produced by the Student Information Management System.

The self image data consisted of a survey instrument that was administered at the implementation of the study to all the students, which were the students who were involved in the study. Once the semester was half completed the survey was given to the students who took part in the study. The survey was given to the same students at the end of the study.

The results were compiled and analyzed.

RESULTS

Out of School Suspensions

The data was examined from the Student Information Management System. The chart (Table 1) shows that the student population from the control fall semester 2003-2004 to the test fall semester 2004-2005 increased by 20 students. Even though there was an increase in the

27

overall student population the number of students suspended actually fell (Table 1) and the

amount of suspensions remained the same. A simple average was taken of the students

suspended compared between the two semesters and there was an 8% decrease in the percentage

of the student body suspended in the test semester. The average number of days per student

suspended was inconsequential. The number of days suspended was 122 and 132 respectively.

The average of the number of days a student was suspended increased by 1 day.

Table 1.   SIMS data on out of school suspensions

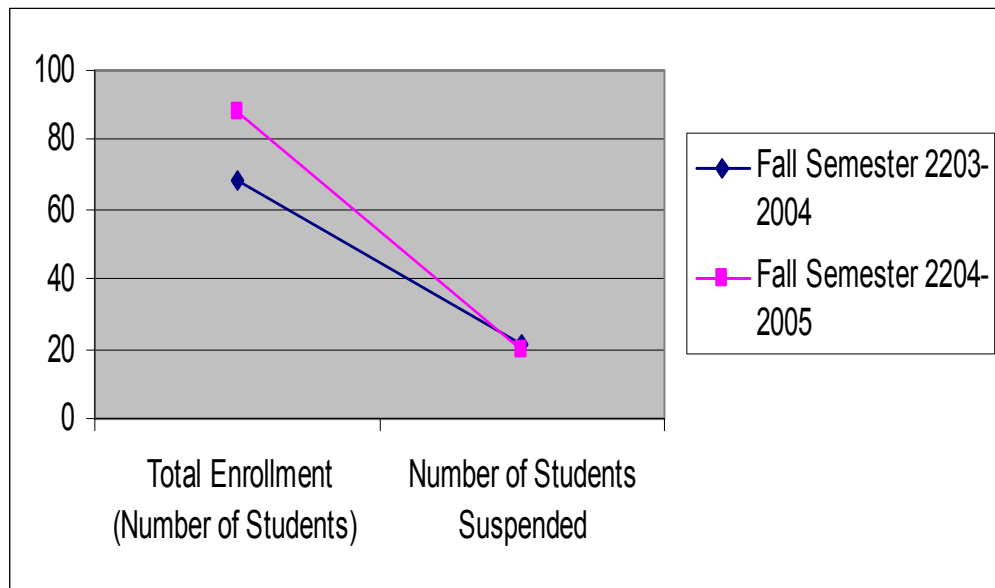|	Fall Semester 2203-2004	Fall Semester 2204-2005 Plan in Use
Total Enrollment (Number of Students)	68	88
Number of Students Suspended	21	20
Percentage of Students who are being suspended	31%	23%
Number of Suspensions	34	34
Average Suspensions per student	1.6	1.7
Total Number of Days Suspended	122	132
Average Number of Days Suspended	5.5	6.6

Figure 1.   Graph of SIMS data on out of school suspensions

Self-Image Survey

The self-image surveys will be labeled; survey A is the first survey, survey B is the second survey, survey C is the third survey. The results the self-image surveys are as follows. The overall results from the of the survey indicate that the students at the Onslow County Learning Center had a inflated view of their behavior skills and their perception of themselves in the community of learners before the Pilot Study was initiated (Figure 2,3,4,5). This view eventually stabilizes with the students perceiving themselves as realistic authors of their own problem behavior and the ramifications of such behavior.

The Pilot Study focused on the first 12 questions of the survey. These 12 questions are reflecting on behavior and self-image. The first 5 questions dealt with behavior, the following 7 dealt with self-image. The remaining questions on the survey researched motivation and are being utilized for another facet of Alternative School Research.

The first section of the Self Image Survey relates to the students view of behavior. The questions are designed to help the student self reflect on their role in their own behavior and how they are perceived by the environment around them.

The results from the first 3 questions (Table 2) (Figure 2) indicate that the students felt that they were in control of themselves and had the appropriate tools to manage their behavior. Question 1: I manage my behavior effectively? The results indicate a nominal change in the students' perception of their behavior. Seventy-one percent of the students in the survey A indicated they managed their own behavior. Seventy-five percent of the students in Survey B indicated that they managed their own behavior. The results showed a 4% increase of the students' favorable perception of their behavior management. Question 2: My teachers and parents taught me the tools to manage my behavior? The results indicate a nominal change in

the students' perception of how they had been taught to manage their own behavior. Sixty-three percent of the students in Survey A indicated that they had been taught to manage their own behavior. Sixty percent of the students in Survey B indicated they had been taught to manage their own behavior. The results indicated a 3% decrease in the students perception that they had the tools to manage their own behavior. Question 3: I feel good about how I act towards other people. The results indicate a nominal change in the student's perception of how they feel about their actions toward other people. Seventy-six percent of the students from Survey A felt good about how they act toward other people. Seventy percent of the students from Survey C felt good about how they act toward other people. The results indicate a 6% decrease of their feelings about how they act toward other people. The results from this section of survey questions show the students perceptions moving from primarily just agreeing with the survey questions (Survey A), to strongly agreeing to the survey questions (Survey C).

Table 2.   a) I manage my behavior effectively?
           b) My teachers and parents taught me the tools to manage my behavior?
           c) I feel good about how I act towards other people.

	Strongly Agree	Agree	Disagree	Strongly Disagree
First Survey	.19	.52	.19	.09
Second Survey	.11	.44	.22	.11
Third Survey	.35	.40	.05	.20

a.

	Strongly Agree	Agree	Disagree	Strongly Disagree
First Survey	.10	.53	.24	.05
Second Survey	.06	.61	.22	.06
Third Survey	.40	.30	.05	.15

b.

	Strongly Agree	Agree	Disagree	Strongly Disagree
First Survey	.14	.62	.24	0
Second Survey	.28	.55	.05	.11
Third Survey	.30	.40	.10	.11

c.
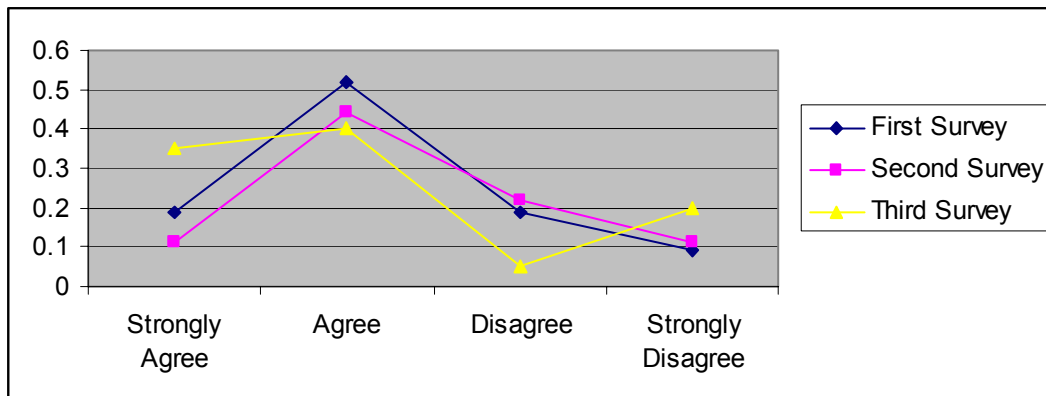
a.
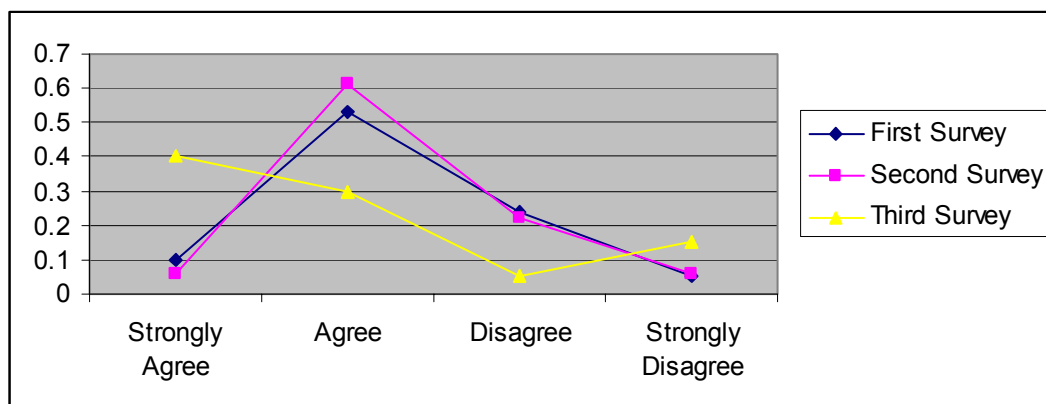
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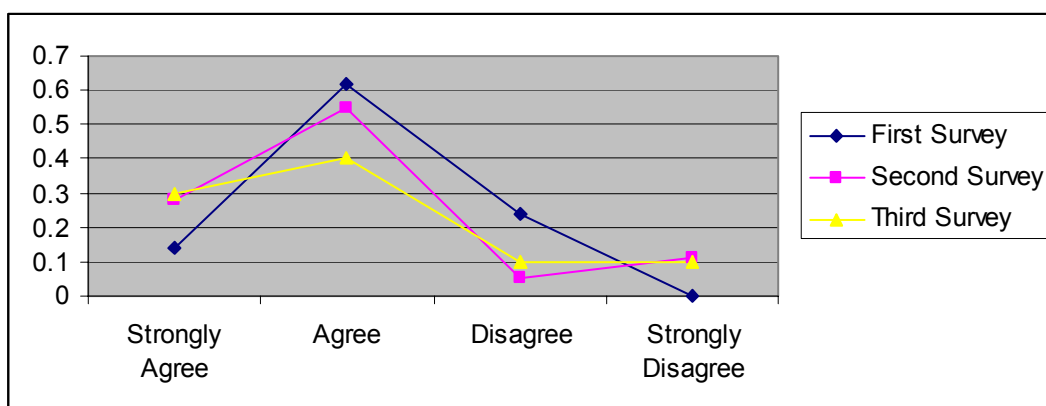
c.

Figure 2.   a) I manage my behavior effectively.
b) My teachers and parents taught me the tools to manage my behavior?
c) I feel good about how I act towards other people.

Questions 4 and 5 are designed to create a self reflection mirror of the students' behavior.

Question 4 (Table 3.a): I treat people with respect. The results indicate that the students' favorable perception of their treatment of people declined during the Pilot Study. Ninety-one percent of the students in Survey A indicated they treated people with respect. Sixty-four percent of students in Survey C indicated they treated people with respect. The results indicate a 27% decline in the students' perceptions of how respectful they treated other people.

Question 5 (Table 3.b): People treat me with respect and kindness. The results indicate a nominal change in the student's self reflection of their treatment by other people. Sixty-two percent of students from Survey A indicated they had been treated with respect and kindness. Seventy percent of students from Survey C indicated they had been treated with respect and kindness. The results indicate an 8% increase in the students self reflection of how they are treated.

Table 3.   a) I treat people with respect.
                 b) People treat me with respect and kindness.

	Strongly Agree	Agree	Disagree	Strongly Disagree
First Survey	.05	.86	.24	.10
Second Survey	.11	.67	.22	0
Third Survey	.20	.45	.15	.15

a.

	Strongly Agree	Agree	Disagree	Strongly Disagree
First Survey	.10	.52	.24	.10
Second Survey	0	.72	.11	.17
Third Survey	.20	.50	.05	.20

b.
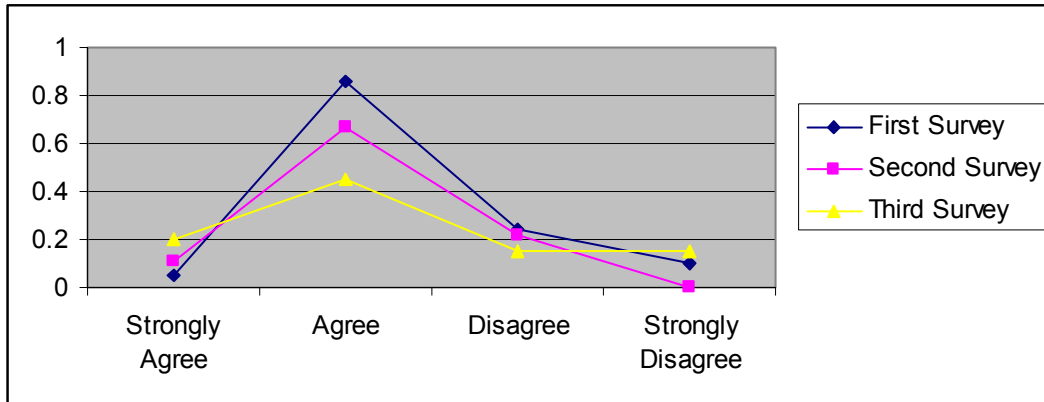
a.
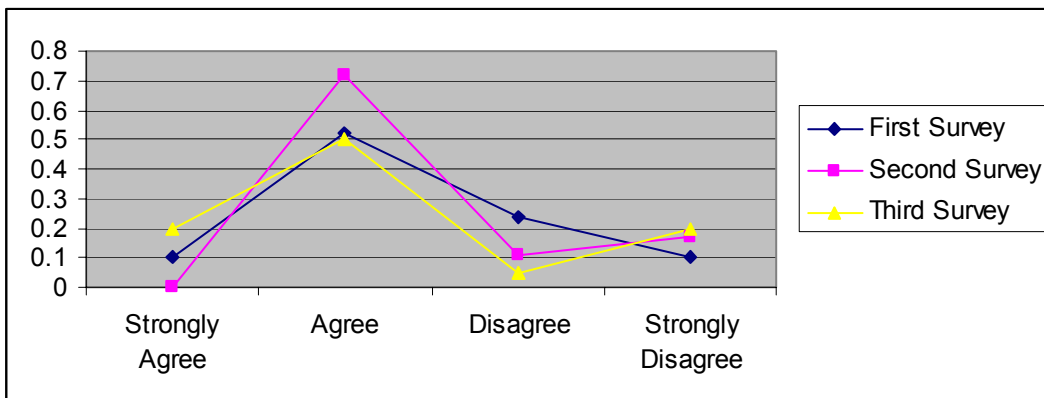
b.

Figure 3.   a) I treat people with respect.
             b) People treat me with respect and kindness.

The following 6 questions on the survey deal with self concept. The results indicate a nominal decline in self concept during the course of the Pilot Study. Question 6 (Table 4.a) (Figure 4.a): Teachers treat me with respect and kindness. The results of this question indicate a slight decline in the perception of how teachers treat students. 75% of the students in Survey A felt that teachers treated them with respect and kindness. Seventy percent of students of students in Survey C felt that teachers treated them with respect and kindness. The results indicate there was a decrease of 5% of students' perception of how they were treated by teachers. Question 7 (Table 4.b) (Figure 4.b): I feel good about myself. The results of this question indicate a slight decline in the overall feeling of self concept. Seventy-five percent of the students in Survey A felt good about themselves. Sixty-seven percent of students in Survey C felt good about themselves. The results indicate an 8% decline in how students feel about themselves. Question 8 (Table 4.c) (Figure, 4.c): I respect myself. The results of this question indicate a slight decline in the amount of respect students have for themselves. Seventy-five percent of students in Survey A had respect for themselves. Seventy percent of students in Survey C had respect for themselves. The results indicate there was a 5% decrease in the respect students had for themselves. Question 9 (Table 5.a) (Figure 5.a) I can be successful if provided with the proper tools. The results indicate a minor decline
in how the student perceives the ability to use tools. Eighty-nine percent of the students in Survey A felt that they could be successful with the use of the proper tools. Seventy-nine percent of the students felt that they could be successful with the use of the proper tools. The results indicate a 10% decline in the perception of the student to use the proper tools. Question 10 (Table 5.b) (Figure 5.b): I believe OCLC can help me make a change in my life. The results

indicate that there was a substantial increase in the students' perception that the studied school could help them change their lives. Sixty percent of the students in Survey A felt that they could change their lives by attending the Pilot School. Eighty percent of the students in Survey C felt that they could change their lives by attending the Pilot School. The results indicate there was a 20% increase in the students' ability to change their lives by attending the Pilot School.

Question 11 (Table 5.c) (Figure 5.c): I have learned a lot in school. The results indicate a substantial decrease in the perception that the students have learned a lot in school. Eighty-nine percent of the students in Survey A felt they had learned a lot in school. Sixty-five percent of the students in Survey C felt they had learned a lot. The results indicate a 24% decline in how the students perceived their educational experience.

The results of this section of the Self-concept surveys indicate there was an overall decline in students' self-perceptions during the course of the pilot study.

Table 4.   a) Teachers treat me with respect and kindness.
                b) I feel good about myself.
                c) I respect myself

	Strongly Agree	Agree	Disagree	Strongly Disagree
First Survey	.09	.66	.14	.05
Second Survey	.66	.11	.05	.16
Third Survey	.40	.30	.05	.15

a.

	Strongly Agree	Agree	Disagree	Strongly Disagree
First Survey	.28	.47	.19	.05
Second Survey	.27	.50	.05	.16
Third Survey	.45	.22	.17	.22

b.

	Strongly Agree	Agree	Disagree	Strongly Disagree
First Survey	.28	.27	.10	.10
Second Survey	.44	.38	.06	.11
Third Survey	.50	.20	.10	.15

c.
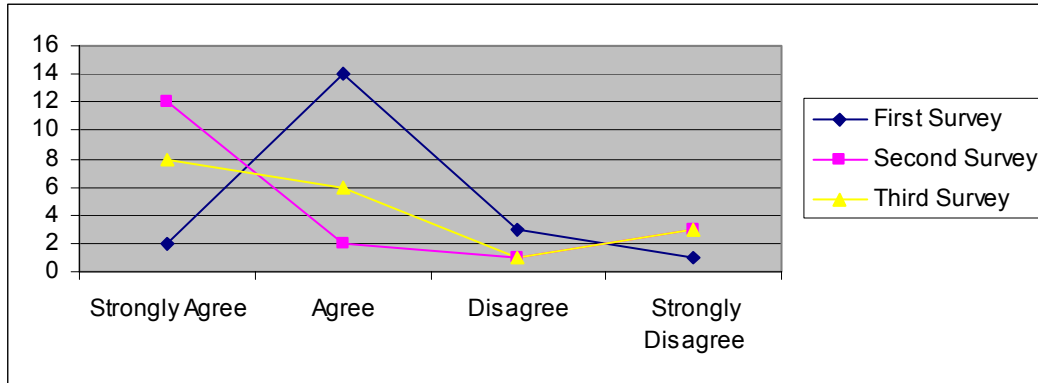
a.
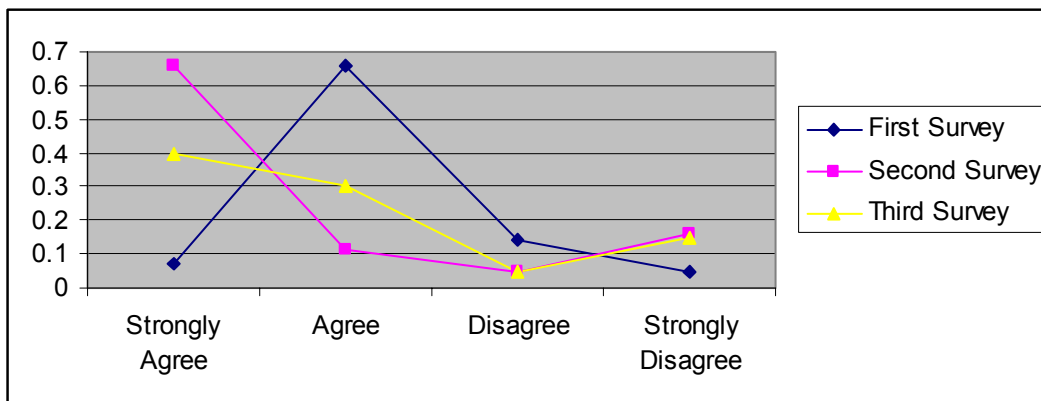
b.
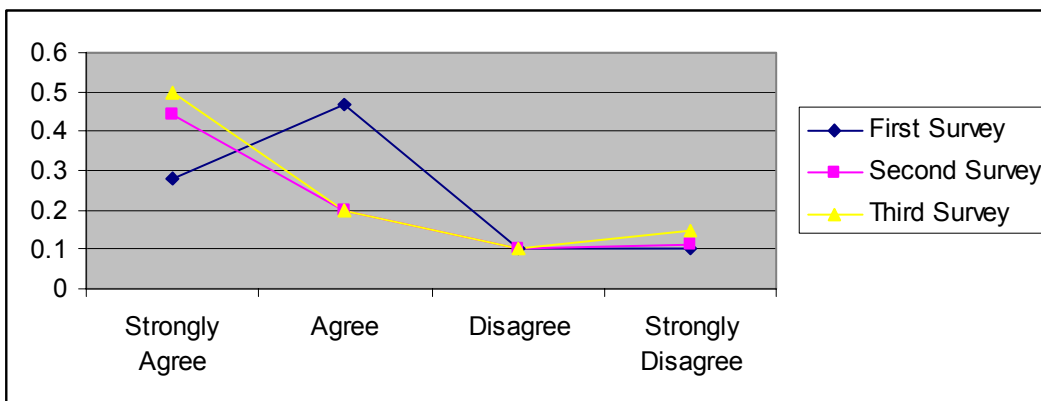
c.

Figure 4. a) Teachers treat me with respect and kindness.
 b) I feel good about myself.
 c) I respect myself.

Table 5.   a) I can be successful if provided with the proper tools.
           b) I believe OCLC can help me make a change in my life.
           c) I have learned a lot in school.

	Strongly Agree	Agree	Disagree	Strongly Disagree
First Survey	.47	.42	.09	0
Second Survey	.67	.33	0	0
Third Survey	.55	.24	.05	.15

a.

	Strongly Agree	Agree	Disagree	Strongly Disagree
First Survey	.30	.30	.15	.25
Second Survey	.33	.27	.16	.27
Third Survey	.30	.50	.05	.15

b.

	Strongly Agree	Agree	Disagree	Strongly Disagree
First Survey	.28	.61	.05	.05
Second Survey	.33	.44	0	.05
Third Survey	.25	.40	.15	.15

c.

42
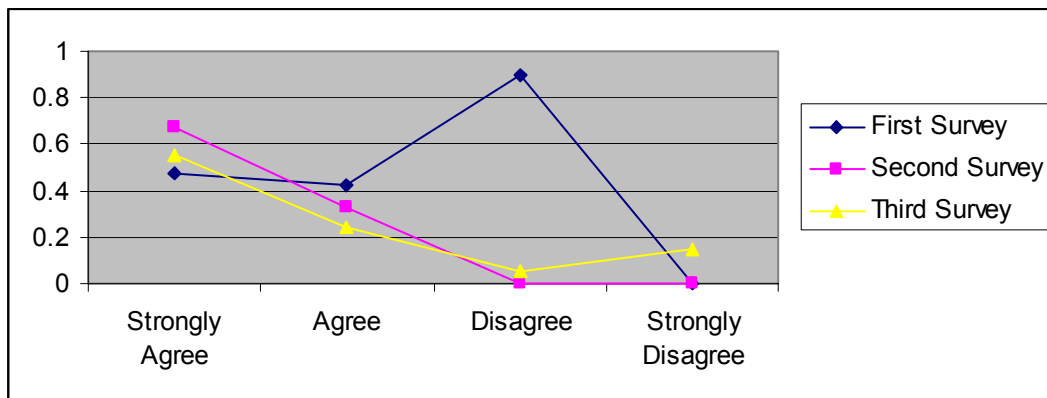
a.
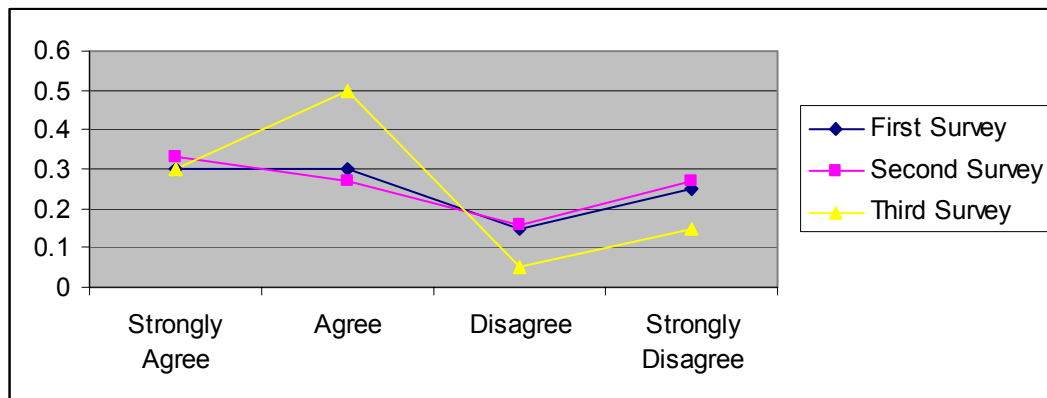
b.
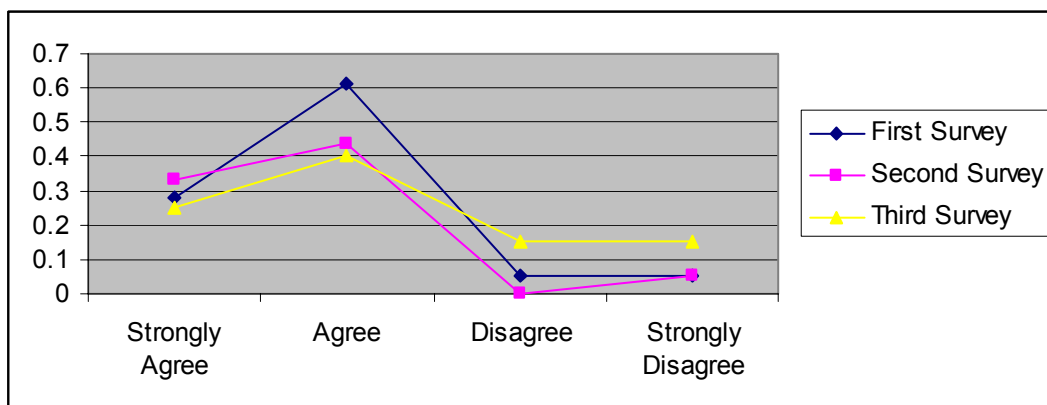
c.

Figure 4.   a) I can be successful if provided with the proper tools.
            b) I believe OCLC can help me make a change in my life.
            c) I have learned a lot in school.

DISCUSSION

In review of the Points Based Behavior Management Model there are several issues that need to be addressed. In this researchers opinion the research indicates that this management model is affective in an alternative school setting.

There are a number of difficulties that surfaced during the implementation of this model. The Model is labor intensive and requires dedication of a qualified staff. There are numerous duties such as maintaining all the point counts and creating an adequate reward function. All these duties the staff would have to agree to accept before the plan could be considered.

The use of a student survey did not provide accurate measurements of the students' self-concept and behavior concepts. There was an overall indication that the students were not serious about the surveys. It was difficult for the students to measure their own perception.

The teachers indicated at the studied school that the students were showing signs of self reflection and behavior management. There was a feeling that the program was a success and a useful tool in alternative education.

CONCLUSION

The results of the discipline data are the most conclusive area of this Pilot Study. The data reveals a substantial decline in the amount of severe discipline problems the studied school experienced during the test period. The decline experienced was expressed by the increase in the student body by 25% and the decrease in students that were suspended. The overall discipline success of the program is seen in this area of the results. The expansion of the student body by 25% is exponential when related to behavior. This increase would have anticipated a huge jump in suspensions. That was not realized due in part to implementation of the Points Based

Behavior Management Model. Further research is needed to determine the lasting affects of this type of behaviorist management tool.

The self-concept area of the results is not as conclusive. The students' overall perception of their behavior and their control declined but just in small increments. This decline was not substantial enough to show a link between the Behavior Management Model and self-concept. The slight decline is speculated to have been caused by the students beginning to see themselves within a more realistic framework of reference. The self-concept portion of this area did show a greater decline in overall self concept. There is speculation that this is caused by the force of the Behavior Management Model to accept their own behavior. Because the behavior is presented to them concretely on paper at the end of every day it makes it possible for the student to reflect on their own behavior. This could have caused the adjustment to their self-images.

It was revealing that the greatest difference from the questions studied came from the overall ability of the studied school to help the students change their behavior (Table 5.b) and the direct question (Table 5.c) of what the students had learned in school. The increase of 20% was encouraging in that the students when presented with their own behavior shortcomings revealed that the studied school could help them change. The decrease of 24% in the perception of the students that they had not previously learned a great deal in school could come from the challenge of the Points Based Behavior Model to their overall system of self image and management. The research indicates the students seem to be placing themselves in a position to accept their shortfalls and move toward a more positive future.

In conclusion a Points Based Behavioral Management Model solved the problem of minor behavior that became major problems. The Model was designed to give teachers and

students a system that would allow the teachers to address minor behavior before these behaviors escalated into out of school suspensions. This research indicates that it did accomplish this goal.

The goal of increased self concept was not realized by this plan. The research indicates that the students' self-concept actually decreased. As the results were analyzed this indication was not considered a loss. The decline is just the result of the students realizing the function of their own behavior.

The goal of increased school perception was not completely realized. The students did feel that the studied school could help them change. According to the research they did not perceive that they had additional abilities to use educational tools to reach their goals.

The implication of this study on the field of curriculum and instruction is based on integration. The Points Based Behavioral Management Model which is a non-traditional curriculum is designed to work hand in hand with an academic curriculum. It allows the classroom teacher to deliver the academic curriculum in a less disruptive environment. In addition the Points Based Behavior Management Model creates a link between supervision, instruction and the academic curriculum by providing an instrument that addresses many of the factors in teacher appraisals. Factors such as: using available time for learning, set of rules and procedures, monitoring behaviors.

Functions of this management model directly impact student learning because of the teacher's ability to use the behavior instrument to create more time for instruction. Therefore using this as a component of academic curriculum, designers can allow for more instruction because of the increase of useable time.

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APPENDIX

Appendix A. Behavior sheet from New Horisons Elementary.

HORIZONS DAILY BEHAVIOR SHEET 2ND - 6TH GRADE

NAME: _____ RANK PRIVILEGES: _____

DATE: _____ RANK: _____ DAY ___ OF ___ HOLD USED? Y N

TIME	DIRECTIONS		SPACE		PROPERTY		COURTESY		TASK		QP/ CRISIS	POINTS
8:00 - 8:30	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS		
8:30 - 9:00	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS		
9:00 - 9:30	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS		
9:30 - 10:00	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS		
10:00 - 10:30	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS		
10:30 - 11:00	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS		
11:00 - 11:30	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS		
11:30 - 12:00	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS		
12:00 - 12:30	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS		
12:30 - 1:00	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS		
1:00 - 1:30	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS		
1:30 - 2:00	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS	R 3P 2P 1P 0P -1P -2P	POINTS		

PROMPT & POINT TOTALS	DIRECTIONS TOTALS		SPACE TOTALS		PROPERTY TOTALS		COURTESY TOTALS		TASK TOTALS		DAILY POINTS TOTAL
	PROMPTS	POINTS	PROMPTS	POINTS	PROMPTS	POINTS	PROMPTS	POINTS	PROMPTS	POINTS	

SHEET? Y N   PLANNER? Y N   HOMEWORK? Y N   TEACHER: _____   PARENT/GUARDIAN: _____   PROGRESS? Y N

Appendix B. New Horisons Elementary Behavior Codes.

Horizons Prompt and Behavior Codes

DIRECTIONS	
Abusing Rank Privileges	D1
Cheating	D2
Defiance	D3
Failure to Bring Required Items to Class/School	D4
Failure to Clean Up After Activity	D5
Failure to Move Properly in Facility or on Campus	D6
Forgery	D7
Gambling	D8
Inattentiveness	D9
Swapping, Bartering, Selling, Trading	D10

COURTESY	
Accidental Profanity	C1
Antagonizing	C2
Bad Sportsmanship	C3
Discussion of Inappropriate Topics	C4
Disrespectful Disagreement	C5
Editorial Comments	C6
Eye-Rolling	C7
Intentional Profanity	C8
Interrupting	C9
Lying	C10
Demanding or Giving Orders	C11
Rude Comments	C12
Minding Someone Else's Business	C13
Obscene Gestures	C14
Provoking Conflict	C15
Shouting or Yelling	C16
Splitting or Manipulating	C17
Tattling	C18
Trying to Get Peer Into Trouble	C19

SPACE	
Breaking in Line	S1
Invasion of Personal Space	S2
Out of Seat/Space Without Permission	S3

PROPERTY	
Altering/Destroying Behavior Sheet	P1
Misuse of Equipment or Materials	P2
Property Destruction - Mild	P3
Property Destruction - Personal Property	P4
Throwing Items	P5

TASK	
Arguing	T1
Attempting to Escape From Demands	T2
Day Dreaming or Goofing-Off	T3
Doodling/Drawing	T4
Mild Horseplay	T5
Moderate Horseplay	T6
Noises	T7
Not Sitting Properly in Seat	T8
Obsessing	T9
Passing Notes	T10
Passive Non-Compliance	T11
Playing With Items	T12
Putting Head on Desk	T13
Sleeping in Class	T14
Talking Without Permission	T15

⊗ The behaviors listed below are Highly Inappropriate and Unacceptable at Horizons- These behaviors will result in progressive disciplinary consequences (V Codes) and immediate behavioral intervention (U Codes) in response to each occurrence

⊗ Abuse of Quiet Place	U1	⊗ Racial Slur	U11
⊗ Dangerous Horseplay	U2	⊗ Refusal to Comply With Quiet Place	U12
⊗ Death Threat	U3	⊗ Repeated Use of Quiet Place Same Period	U13
⊗ Interference With Fire or Safety Equipment	U4	⊗ Self-Injurious Behavior	U14
⊗ Leaving Designated Space Without Approval	U5	⊗ Sexual Misconduct	U15
⊗ Major Disruption of Current Activity	U6	⊗ Stealing	U16
⊗ Malicious Mischief	U7	⊗ Unsafe Action	U17
⊗ Non-Verbal Intimidation/Threat	U8	⊗ Vandalism	U18
⊗ Physical Assault	U9	⊗ Verbal Abuse	U19
⊗ Property Destruction - Severe	U10	⊗ Verbal Threat	U20

⊗ Failure to Comply with Dress Code	V1	⊗ Possession of Illegal Items	V3
⊗ Possession of Edible Items	V2	⊗ Possession of Prohibited Personal Items	V4

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Appendix C. Mount Vernon Redirect Behavior Sheets

DAILY CHECKLIST

Name _____

Date _____

Evalution Codes
✔ -complete
✗ -failed to complete

		Bktf.	Class periods						Lunch/AA		Expl
		1	2	3	4	5	6	7	8	9	
I.	If the student had a perfect class, check here and go to Section VII										
II.	Hall Behavior										
	A. Quiet and well behaved in hall										
III.	Class Performance										
	A. Arrives on time to class										
	B. Refrains from excessive talking and noise making.										
	C. Shows respect to teacher.										
	D. Follows directions.										
	E. Brings materials to class. (Books, pencil, paper)										
	F. Behaves acceptably towards peers.										
	G. Stays on task.										
	H. Personal Goal: _____										
IV.	Academic Performance										
	A. Completes daily work.										
	B. Completed and turned in homework.										
V.	Accepts feedback positively.										
VI.	Resolution Points										
VII.	Homework Assigned (turnover on back)										
VIII.	Teacher's Initials (please use ink)										
IX.	Total Points for Class Period:										

Student Signature: _____

Parent/Guardian Signature: _____

Total Points _____

Sheet brought back signed _____

TOTAL _____

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Appendix D. Behavior Instrument Onslow County Learning Center (Pilot Study)

Daily Performance Sheet

NAME_____Date_____Advisor_____

Class Performance	1st	2nd	3rd	4th	Advisory	Total Points
A. Following Directions	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
B. Courtesy towards others	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
C. Respect for space	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
D. Respect for property	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
E. Staying on task	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
F. Time management	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
(Y) (R) Interventions						
Teacher Initials						
Subtotal Class Points						
Breakfast behavior						5
Lunch behavior						5
TOTAL POINTS						

Interventions/ Comments

1st
Green _____
Yellow_____
Red _____

2nd
Green _____
Yellow_____
Red _____

3rd
Green _____
Yellow_____
Red _____

4th
Green _____
Yellow_____
Red _____

Advisory
Green _____
Yellow_____
Red _____